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ABSTRACT

Some 42% of Jamaica's adult population was not functionally literate in 1962--figures that precipitated expansion in adult literacy and Basic Education programs as described in this survey report. Following a seven-page introductory historical profile, the authors note attempts made to assess adult illiteracy, such as the 1975 survey that found 57% of farmers and agricultrual workers illiterate or the study revealing critical dimensions of a surplus labor but skill-short market. The Jamaica Movement for the Advancement of Literacy (JAMAL), formed in 1974, is seen as the most successful attempt to date to combat illiteracy, whereas previous efforts, with help from UNESCO, had generated enthusiasm and laid the foundations. The report points out JAMAL's main objectives: the flexibility of management government institutions rarely furnish; and the establishment of a continuing education program to follow the first phase of illiteracy eradication. A description of JAMAL follows, covering administration (a basic core of professional administrators, trainers and motivators working closely with special and technical services departments, and printing and communications), finance (government grant, private, and international help), recruitment centers, programs, and classes. JAMAL gives priority to the 15-35 age group which comprises two-thirds of its students, and, the report indicates, offers part-time classes in a wide variety of settings including community colleges, factories, training centers, and rural settings. The report gives an overview of continuing education programs (many have considerable community input) while also noting JAMAL's limitation, namely literacy as the overriding frame of reference. (CP)

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Adult-Literacy Education in Jamaica

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An Introductory Profile

Jamaica is an island country in the Caribbean Sea. It is 90 miles south of Cuba and 100 miles west of Haiti. Jamaica is the largest island in the Caribbean and the largest of a group of islands which were formerly known as the British West Indies.

Jamaica is a land of mountains, plateaus, rivers, and plains. The mountains and plateaus are found in the interior of the island and run in an east-to-west direction. The mountains are surrounded by narrow coastal plains.

In the eastern end of the island[1] is the Blue mountain range. Its summit attains an elevation of 7,402 feet, which is the highest point on the island. Most of Jamaica is covered with white limestone plateaus. Two of these plateaus are located in the Dry Harbour Mountains and the Manchester plateau. In the western section of the island the Cockpit Country consists of extensive limestone hills and ridges.

The limestone areas of Jamaica are a very pronounced development of what is called Karst topography, that is, an abundance of cockpits sink holes, caves, underground passages, and streams. More than a million years of weathering produced over the surface of the limestone a residual infertile red clay which contains bauxite, which is Jamaica's most important mineral resource.

The coastal plains are low-lying level areas which are best

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[1] Jamaica is 146 miles in length and varies in width from 22 to 51 miles, with a total area of 4243.6 square miles or 10,989.6 square kilometers.

developed along the south coast. They are composed of alluvial sand, gravels, and loams. This area is best suited for agricultural production such as sugar cane, bananas, and citrus fruits. The interior valleys, although not as extensive as the coastal plains, provide fertile soil for the cultivation of a wide range of agricultural crops.

Jamaica has a maritime tropical climate, mainly distinguished by warm trade winds. Temperatures on the lowlands are warm with only slight seasonal variations. The warmest months are July and August and the coolest are January and February. Near sea level, the average maximum, minimum and daily temperatures are 86°, 70° and 78°F respectively. Throughout the year the island remains fairly warm, bright, and sunny particularly in coastal areas.

A recent census population estimated the population of Jamaica to be 2,098,572 people. The census also revealed that 111,879 people of the population was living in Kingston, the capital, and its suburban parish of St. Andrew. The population represents many ethnic origins. There are no remaining traces of the original inhabitants, the Arawak Indians, who were living on the island when Columbus discovered it for the Spanish Crown in 1494. When the English captured the island from Spain in 1655, the Arawak Indians were already exterminated.

The English introduced the cultivation of sugar cane, a crop which demanded a vast resource of cheap labor. Large number of African negroes were brought to Jamaica to work as slaves on the plantations. After slavery was abolished in 1838, many ex-slaves refused to work on the plantations and migrated to areas adjacent to plantations and to the interior of the island, where, with the assistance of missionary societies, they established free villages. The plantation owners in an effort to avert total collapse of their plantation looked to Europe, India, and China for new sources of cheap labor.

Over 22,000 East Indians were brought to Jamaica as indentured laborers by 1870 and a stream of contract labor continued until 1920. Migrant workers also came from China and countries in the Middle East. Other settlers consisting of Jews, Syrians, and chinese arrived at different times.

Historically, Jamaica's population was concentrated in the fertile area throughout the countryside on the sugar plantations. After emancipation there was a drift of population to areas adjacent to the plantations and to the interior as the ex-slaves established their own dwellings. These interior valleys and rugged mountainous areas now form the basic peasant holdings. They are uneconomic and many of the samll peasant farmers live below subsistence level.

Since 1911, internal immigration began to focus on Kingston, the capital and largest city of Jamaica. This trend toward movement from the countryside to the capital and other principal urban areas has continued. In 1970 the population density of Jamaica was 424 per square mile. However, relative population density in different areas showed marked variations. The density in St. Andrew was 2,400 per square mile as against 175 per square mile in Trelawny.

Other geographical factors have also influenced settlement patterns. For instance, the mountainous areas like the Cockpit country and Blue Mountains range have always been sparsely populated, and clusters of population have tended to develop along major communication routes like main roads and paths.

A by product of the uneven growth of population has been the congestion of certain areas resulting in the growth of slums and aggravation of social evils. Urban St. Andrew, together with the parish of Kingston which constitutes the Kingston Metropolitan Area, is the political,

industrial, and commercial nerve center of the island, and has been most affected by the rural-urban drift of the population.

To stem the shift of population to the urban areas, the government is now involved in a number of programs aimed at rural development. These include: rural electrification, loans to small farmers, continuing rural education programs under the government of Jamaica and the United States Agency for International Development Rural Education Sector Loan, and the introduction of many small industries.

Not all the people migrate to the city. Many Jamaicans migrate to the United States, the United Kingdom and Canada in search of employment opportunities or the overall improvement of their quality of life. These outlets have helped significantly in curbing the already high rate of unemployment.

Jamaica's economy is basically agricultural, employing 40 percent of the labor force. Before the Second World War, agriculture accounted for 36 percent of the island's total exports in the form of sugar, banana and rum. By 1961, agriculture was providing only 13 percent of export earnings. Over the past 10 years rapid developments have taken place in mining, manufacturing, and tourism. All three industries are presently experiencing the uncertainties of world-wide inflation and recession. Jamaica is currently experiencing a serious balance of payment problem and trade deficit brought about by world-wide inflation as well as the rising price of imported goods, especially petroleum. This has created serious unemployment problems. In April of 1977 about 221,700 or 25 percent of the labor force of age 14 and over were unemployed.

The agricultural sector has some very important characteristics. There are some 159,000 small farmers of whom 113,000 work on less than five acres. In 1968 farms of less than five acres accounted for 78 percent of all farms but occupied less than 15 percent of total farm

acreage. At the other end of the scale farms of more than 500 acres represented only 0.6 percent of all farms but controlled 44.7 percent of the total farm acreage.

The government is trying to correct some of these imbalances and new laws have been instituted to make unused lands available to small farmers. It has entered into loan agreements with local and international lending agencies to provide financial assistance for the small farmers.

Typical of a bank agricultural lending program reaching low-income groups is one initiated in Jamaica with $6.2 million International Development Bank (IDB) loan in 1970. This has been followed up with three more loans for $16.9 million. This loan program which is called the Self-Supporting Farmers Development Program, provides credit and technical assistance to small farmers to expand food production. This loan has helped farmers to hire more workers and increased their income by 92 percent over the period.

One of the largest known deposits of bauxite in the world was discovered in Jamaica in the early 1950s. This discovery has promoted the establishment of a mining industry. The bauxite and alumina industries have surpassed the manufacturing and tourism sector in terms of its contribution to the national income of Jamaica.

Industries have been a serious concern for the government. Its industrial development program is implemented by the Industrial Development Corporation. It includes incentive legislation as well as promotional activities in the United States, the United Kingdom, and Canada. The island now has a wide variety of manufactured products using both local and imported raw materials. Among these new products are clothing,

textiles, paints, and building materials.

The principal trading partners are the United States, the United Kingdom, Canada, Caricom, and other commonwealth countries. The principle exports are bauxite and alumina, sugar, bananas, citrus, rum, molasses, cocoa, coffee, pimento, cigars, ginger and manufactured goods. The principal imports are petroleum, machinery and transport equipment, food, manufactured goods, chemicals and beverages. The 1977 provisional estimate of export as $693.4 million while import netted $781.6 million.

On August 6, 1962 the Jamaica (Constitution) Order in Council came into effect establishing Jamaica as an independent nation. The structure of government was similar to that of other members of the British Commonwealth which have a parliamentary democracy. Government is carried on in the name of the monarch, presently Elizabeth, Queen of England, who in theory is part of Parliament.

The constitutional function of the head of state is formal and limited. Her majesty does not intervene personally in parliamentary matters nor interfere with the course of justice. Neither does her personal representative, the Governor General, whom she appoints on the advice of the Prime Minister.

The Governor General represents the Queen on ceremonial occasions such as the opening of Parliament, military parades, and in exercising the prerogative of mercy. The Governor General acts on the advice of the Privy Council which is made up of six members appointed by him on the advice of the Prime Minister.

Legislative and administrative responsibility rests with the elected representative of the people who operates through the Jamaica Parliament

which consists of two houses, the Senate and the House of Representatives.

The Senate or "Upper House" is a nominated House made up of twenty-one (21) Senators. Thirteen Senators are appointed by the Governor General on the advice of the Prime Minister (the leader of the majority party). The other eight are appointed on the advice of the leader of the opposition. The Senate usually functions as a review chamber considering bills passed by the House of Representatives. The Senate may also initiate legislation, except money bills.

The House of Representatives consists of sixty (60) members who are elected by the citizens. Each member represents a constituency. The government in power can only exist if it has the support of the majority of the members of the House of Representatives. The House of Representatives initiates bills. It has the control over the government finance. Funds cannot be granted nor taxation levied without the approval of the House.

The chief executive of government is called the Cabinet. It is the center of governmental system. It initiates all government policies and programs and is responsible for the general direction and control of government.

Jamaica's legal and judicial systems are based on English common law and practice. The administration is vested in the courts.

In addition to the separation of the functions of the legislatures, executive and judiciary, a number of checks and balances have been established by the Constitution to limit the power of the executive. These include the offices of the leader of the opposition, Auditor General, Director of Public Prosecutions and the institution of three services commission with responsibilities relating to the appointment and disciplinary control of public servants.

Adult Education in Jamaica

Increasing desire for learning and survival skills by the under-educated as well as demand for second chance opportunity by individuals who did not attain a satisfactory level of literacy and numeracy skills during their early years in schools are factors creating demand for adult education.

In Jamaica, recent upsurge in the provision of adult education has been motivated by a high rate of illiteracy, a low level of basic skills, failure of the traditional formal system of education, and a great desire for professional growth and career advancement by many adults.

In 1970 it was discovered that there was an estimated 400,000 to 500,000 Jamaicans over the age of 15 years who could not read and write. This estimate is said to have represented about 40 to 50 percent of all people over age 15 years.

Ministry of Education paper No. 13 presented to the House of Representatives on 6 June 1972 states that

> The government regards illiteracy as a grave and fundamental problem in Jamaican life. On one hand illiteracy restricts freedom, self reliance and potential for achieving true independence, and on the other, it impedes national progress by hindering the release and full utilization of human resources for economic development.[1]

A Jamal Communication skills survey carried out in 1975 to

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[1] Joyce L. Robinson, "The Jamal Experience-Technology in Basic Adult Education," (Caribbean Sub-Regional Seminar on Transfer of Technology in Education, March, 1978), p. 1.

determine the extent of illiteracy among the major occupational and industrial groupings discovered that

> Independent farmers combined with unskilled agricultural workers have the highest rate of 56.9% illiteracy and this group alone makes up 25% of the adult population. This should be viewed against the background that the national illiteracy rate is 32%.[1]

The same report further observed that, "(a) 36.9% of adult illiterates are age 15-35: (b) 66.4% of adult illiterates are 35 and over." [2]

Other factors necessitating a program in continuing adult education were outlined in the Educational Sector Assessment of Jamaica, 1973, and other studies. These studies revealed the critical dimensions of Jamaica's surplus labor and skill shortage, the overcrowded urban areas, unemployment, high rate of functional illiteracy, and decadent agriculture. Lack of infrastructure and other amenities in rural areas, shortage of teachers, an examination system that renders students unfit (for unemployment) after the age 15, and the overall brain drain are all inextricably tied together in creating great demand for adult education programs.

Since 1970, the Government has embarked on a program of "reclamation" for adults in which Adult literacy is the first and basic layer in a 3-tired program of integrated activity involving the Jamal Foundation, Government Agencies and Private effort.

The Literacy Program, conducted by the JAMAL Foundation, is concerned with taking adults to a point where they are capable of

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[1] Ibid, p. 19

[2] Ibid, p. 20

taking further training. Thereafter, efforts are made to take students graduating from the program to the Point (Level 4) where they can upgrade themselves through Government Vocational, Skill training, and agriculture programs as well as programs sponsored by private enterprises.

The Jamaica Movement for the Advancement of Literacy-(JAMAL)-is the organization in Jamaica responsible for the management of the country's Adult Literacy Program. It is a limited liability company formed in 1974 to temporarily replace and take over the operation of the National Literacy Board.

The first effort to establish a literacy program in Jamaica was made in 1973. The percentage of illiteracy given in the census figure for that year was 23.61%. This program was arranged on the Laubach method, involving voluntary teaching as perpetuated by the slogan 'Each one, teach one.' This effort was limited in scope. The campaign lasted for about two to three years. Two of the organizations which were involved in this earliest effort were Y.M.C.A. and Y.W.C.A.

In 1951, another attempt was made by the Jamaica Social Welfare Commission to establish an Adult Literacy Program. This organization and others engaged in community development programs were finding it difficult to make progress in their work because of the high rate of illiteracy encountered, particularly in certain areas of rural Jamaica.

Assistance was sought from UNESCO, who offered help in the form of personnel and advice. Reading materials prepared and used in the

United States in similar programs were applied on an experimental basis. Regular classes were established.

A census taken in 1953, showed that there were over 105,000 illiterates between the ages of 15 and 45 on the island. These figures were determined by the question, "Can you read or write?" asked by the census enumerators.

In January 1960, the Caribbean Literacy Seminary was held at the University of the West Indies in Jamaica. Representatives from many of the Caribbean Islands, the United States, and South America attended. Great enthusiasm for the Jamaica Program was created by the Seminar. Recommendations prepared by the seminar and submitted to the Ministry of Housing and Social Welfare resulted in the expansion of the program into a large-scale National Adult Literacy Program.

In 1962, in order to determine the extent of illiteracy in Jamaica, a survey was conducted by the Department of Statistics and Dr. George Cumper of the Institute of Social and Economic Research at the University of the West Indies. A questionnaire was drafted and administered by enumerators in random sample areas:

> Unlike the 1953 Census, however, this questionnaire would not just ask the question, 'Can you read and write?' but respondents would be required to prove their ability in this area. The Literacy Census revealed that of a population of 1.5 million of 15 years and over 42.6% could be determined not functionally literate.[1]

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[1]Ibid, p. 12

As a result of these figures, the program was expanded. In 1963, the number of field officials was increased as well as the number of classes. In 1966, with technical assistance from the United Nations Education Scientific and Cultural Organization, a pilot project in the use of radio and television to assist in teaching was launched.

In 1970, the Government, with the assistance of UNESCO, established a Literacy Evaluation and Planning Committee to evaluate the Adult Literacy Program and make plans for eradicating illiteracy in eight years. The report of this committee estimated that there were some 400,000 to 500,000 persons which represented some 40 to 50 percent of the population, age 15 and over, who could not read and write. This means that in 1970, one in every four of Jamaica's two million people could not read and write. The report also revealed that the Adult Literacy program as existed then had been handicapped by several factors, chief among which was the lack of sufficient staff for 6,000 students enrolled in 291 registered classes.

In February 1972, the Government, which was responsible for setting up the Literacy Evaluation Committee, was voted out of power in the National General election. However, the Literacy Program achieved national status when the new Government declared that adult literacy could no longer be treated with second rate urgency and placed adult education among its top ten priorities in its national development plan.

Early attempts by the new Government to revitalize the National Literacy program did not meet with the anticipated success. The situation is best summed up in the words of the Prime Minister during his annual budget speech to Parliament in May 1974, when he said that,

"Some of the early planning in Literacy was not as fully thought out as it should have been. In other words---(it) owes more to a sincerity of intention than to ... methodical applications."[1]

New objectives were formulated for the program and the scope and intention of the program was widened as part of a broader national development plan and a general education program. It was observed that the main objectives will be to establish and operate a Basic Adult Education Program primarily:

a) to eradicate illiteracy in Jamaica within the shortest possible period,

b) to improve the literacy skills of the adult population of Jamaica,

c) to develop human resources and so enable each adult citizen to participate meaningfully in the social, economic, and cultural development of the country.

In November 1974, the Jamaica Movement for the Acvancement of Literacy-JAMAL-became the new name of the National Adult Literacy Program of Jamaica; and the new name "JAMAL" has become a household name.

But beyond a mere change of name, JAMAL went further to set new objectives. These were:

a) it will be able as a foundation to attract, in addition to its support from government, much needed additional funding from local and international organizations and individuals.

b) It will establish a program of continuing education after the first phase of eradicating illiteracy is accomplished, and,

c) as a foundation, JAMAL will have maximum flexibility in the financial management of the program which is by nature extremely fluid and cannot effectively operate within the normal planning and management structure of government business.

[1] Marjorie Gammon and Marjorie Kirlew, "Non-Formal Learning-Jamaica's Experience in Mass Literacy." The JAMAL Foundation (August, 1975), p. 14.

Present Administration

JAMAL falls under the portfolio of the office of the Prime Minister. It is administered through a National Volunteer Board of Directors and a Paid Management and Supervisory Staff, headed by the Executive Director who administers the program through eighteen (18) local zones committees.

It also has a basic core of professional and technical staff of Administration, Teacher Trainers and Motivators working in the field over the entire island. Its special services departments include a technical services department, a printing department, and a communication department with a radio station.

Finance

The program receives an annual grant from the Government of Jamaica. In 1975/76, the Government's Contribution amounted to $4.5 million. The Foundation is also empowered to solicit funds from private and public bodies (local and overseas), in order to supplement this grant.

The private sector in Jamaica makes a remarkable contribution in terms of equipment, services, technical assistance and staff seconded to the program.

International Agencies such as UNESCO, UNDP, WORLD BAND, World Literacy of Canada, are currently assisting the program in specialized areas. The government of Canada, New Zealand and the United Kingdom are also associated with the venture.

Recruitment Centers and Classes

JAMAL maintains a continuous program of recruitment and motivation in press, radio and television, and through film shows which circle through all the zones. It conducts a variety of classes,

geared to meet students' needs wherever possible.

The education thrust of the program is based on 13 themes; Identity and Self Image, Citizenship and Government, Consumer Education, Community, Continuing Education, Home and Family, Health and Hygiene, Nutrition, Food Production, Occupation, Work, Communication and Inquiry and Critical Thinking.

Up-to-date JAMAL has given priority consideration to age group 15-35 and this category makes up 66.6% of current students in the classes.

It also caters to other groups like

- shift workers
- seasonal crop workers
- industrial and agricultural workers on site
- domestic helpers
- unemployed persons, especially in towns

Classes are organized to facilitate student's attendance and are conducted on the following basis:

- part time evening classes
- part time day classes
- full time Adult Education Centers (2 shifts)
- part time Adult Education Centers (2 shifts)
- in house classes sponsored by private sector and government agencies, affording employees opportunities during work hours
- trade unions, friendly societies
- roadside bus classes.

Since the program started, it has reached over 100,000 students, many of whom have qualified to Level 4, graduated from the program and can now help themselves to update their skills and productivity.

The current program coverage includes:

- 93,000 students in classes
- 6,500 classes of various levels (evening and day)
- 10,000 volunteer teachers
- 826 paid staff including 130 teacher trainers

Public Agencies

The major public agencies providing training at the skilled, semi-skilled, and service level are indicated in the following table:

Public Agencies	Program
1. Ministry of Education	Community Colleges Evening Institutes Continuing Non-Formal Education
2. Ministry of Health	Community Health Aid
3. Ministry of Youth and Sports	Industrial Training Centers 4-H Agricultural Vocational Training
4. Social Development Commission	Youth Community Training Automotive Training
5. Ministry of Agriculture	Farmers Training Centers Agricultural Extension Services
6. Ministry of Tourism and Foreign Trade	Hotel Training School

While the purpose of JAMAL is to provide fundamental skills of reading and writing, most of these agencies provide professional, technical and managerial in-service training and further educational training programs offered in both formal and non-formal settings.

The Community College

The Community College is one of the recent experiments in Jamaican education. Since 1974, four of these colleges have been established. The community colleges aim at bringing people together under one roof regardless of age, attainment, grades or social class. They are being developed to become the leading centers for lifelong learning.

Evening Institutes

Evening Institutes were established by the Ministry of Education

in seventy nine (79) secondary schools throughout the island to offer education geared to community needs. They were specially designed to meet the needs of those adults who were not enrolled within the formal school structures. They have developed into post-secondary education establishments and are not serving their original purpose. The program was recently suspended pending examination with a view to establish its original purpose.

Continuing Education Programs

The Ministry of Education recently instituted the Continuing Education program which is financed by the Government of Jamaica and the United States Agency for International Development. The program is geared to those adults outside of the formal education system, especially in rural areas.

Under the Government of Jamaica and the United States Agency for International Development Rural Education Program, the program is now being developed in 18 Primary and All-Age Schools in selected areas, with plans for expansion to eighty (80) by 1983. Programs will be offered in the evenings after normal school hours. Three Agricultural/Vocational Schools will serve as Regional Rural Development Centers.

The programs to be offered in each community will be determined by citizens through a committee involving individuals representing a wide cross section of community interest.

Suggested curricula areas are:

-Agricultural Production
-Food, Nutrition, and Home Making
-Skill Training
-Consumer Education
-Vocational Training
-Social and Cultural Education
-Citizenship Education
-Community Development Projects

A special Community Matching Fund, whereby government will provide financial assistance on a matching basis to the communities for all projects which are considered feasible will be used to finance the program. Matching grants are made avilable upon application and proposal submission to the Ministry of Education.

Most of the other governmental agencies provide professional, technical and managerial in-service training and further educational training programs offered in a formal educational establishment in a formalized manner. For example, the entry requirement to the Social Development Commission's (SDC) implemented Vocational Training Program is a Grade Nine Achievement qualification.

Another SDC implemented program is the Youth Community Training Centers, which are both residential and non-residential and offer a much broader program of remedial and vocational training to youngsters between the ages of 15-19 in two phases.

The Phase I program offers remedial education in mathematics and English and extends to areas of tool technology, family life education, counseling, cultural and recreational programs. Phase 2 involves more advanced Vocational Training programs.

Community Health Aid Program under the Ministry of Health, trains selected people in communities to be health worker assistants in public health clinics, district nurse aids and other auxilliary services. Training is for eight weeks and a grade 4-6 qualification is normally needed.

The Ministry of Youth and Sports operates 29 Industrial Training Centers which offer courses lasting from six to twelve months in such trades as pipe fitting, electrical installation, machine fitting, automobile repairs, carpentry and welding.

The extension services of the Ministry of Agriculture is responsible

for Farmers Training Program and operates a permanent center at Twickenham Park. The courses are usually short term residential ones in which farmers are instructed in modern techniques of farming.

The Ministry of Tourism and Foreign Trade has recently decentralized its training program at the Jamaica Hotel School in order to give individual hotels the option to develop its own training program to fit its own needs.

Private Efforts

Many private agencies, institutions or associations are engaged in some kind of non-formal/continuing education or training of significant numbers of adults. Some of these institutions are directly involved in providing direct training or making contributions in the following ways:

- Making direct monetary contribution to JAMAL
- Donating special items of equipment and supplies, such as pencils, chalk, exercise books, or blackboards
- Provide the use of building for office and classroom
- Provide incentive items for volunteer teachers and students
- Provide scholarship for graduates to continue their education in other institutions
- Granting day release to workers to attend classes
- Offering their professional and technical staff to work

The following list covers most of those private agencies with the greatest impact:

All Island Cane Farmers Association
Boys Brigade
Boy Scouts
Craft Development Agency
Friends Education Council
Girls Brigade
Girls Guide Association of Jamaica
Jamaica Association of Mental Health
Jamaica Banana Growers Association
Jamaica Family Planning Association
Jamaica Home Economics Association
Jamaica Industrial Development Corporation
Jamaica Institute of Management
Jamaica Library Service

Jamaica Livestock Association
Jamaica National Dance Theatre Company
Jamaica Society for the Blind
Prison Department

Conclusion

Of all the agencies mentioned, the community college evening program and JAMAL come closest to adult education programs in terms of responsiveness to the time needs of their particular participants. The JAMAL program has its limitations, of being locked essentially within a literacy term of reference. None of the other agencies provide non-formal education in its truest sense, but rather various types of training programs outside of the formal education system and supplementary to the formal system.

Because of their strong training emphasis determined largely by unemployment, scarce resources and manpower needs, these programs are necessarily restrictive in terms of entry, narrowly specialized in terms of content and traditional in terms of methodology.

It is difficult to assess the overall impact of these programs on the population to which they are directed or on the society as a whole. However, it is the general hope that within a very short time, a higher rate of literacy in Jamaica will be achieved and as a result, the economic, social and cultural advancement of the Jamaican people will be expedited and a more unified community in which the skills and contributions of each individual will be appreciated and developed to the fullest will be realized.

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